



Freedom To Create. Spirit To Achieve.

Alberta Council on Admissions and Transfer

2012 - 2015 Action Plan

Alberta Council on Admissions and Transfer

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Mandate

Established in 1974, the Alberta Council on Admissions and Transfer (ACAT) is an advisory agency accountable to the Minister of Advanced Education and Technology and, in support of Campus Alberta, responsible for providing advice and guidance regarding post-secondary admission and transfer policy.

ACAT works with its stakeholders for the benefit of learners to ensure smooth transitions from secondary to post-secondary and post-secondary to post-secondary.

Vision

Alberta's post-secondary institutions work cooperatively to provide a transfer system that is responsive to the needs of learners in the matters of admissions, transfer credit, and recognition of prior learning.

Mission

The mission of ACAT is to be a catalyst for beneficial change and an advocate for learners in the areas of post-secondary admission and transfer throughout Campus Alberta. ACAT provides leadership and direction, as a cornerstone of Campus Alberta, in the improvement of educational opportunities for Alberta students through inter-institutional transfer. ACAT is committed to supporting and improving communication among Alberta post-secondary institutions and to promoting the advantages of a system of education, with all that this means for educational planning for the benefit of learners.

Operating Principles

The Council endorses the following as basic to its purpose and activities:

- (a) Support Campus Alberta's core objectives by facilitating learners to successfully navigate the Transfer System and foster lifelong learning in the advanced education system.
- (b) Student access to higher education and the opportunity for student mobility among institutions of higher education in Alberta shall be optimized.
- (c) Negotiation of opportunities for student mobility shall be based on the recognition that while learning experiences may differ in a variety of ways, their substance may be virtually equivalent in terms of learning outcomes and rigour.
- (d) Effective academic advising, career counseling and optimum mobility require that the student have prior knowledge of at least the minimum transfer credit which can be awarded.

- (e) Individual institutions have the primary responsibility for instructional programs, even though responsibility for higher education is shared among various constituents. The responsibility of institutions includes program design and delivery, determination of academic prerequisites and student admission criteria, and certification of the academic achievement of students.
- (f) Institutions have the responsibility and the prerogative to investigate the total educational background of applicants seeking admission.
- (g) Post-secondary institutions are committed to developing and maintaining clearly stated policies and procedures for consideration of transfer credit and to applying them in a consistent manner.
- (h) After students are granted admission to an institution under a transfer arrangement, they shall be granted the same rights and privileges as students who began their studies at the institution.

Priority Areas

In addition to the ongoing core business of ACAT, Council has identified the following priority areas for 2012-2015.

Learner Pathways

Reflecting its commitment to develop and broaden learner pathways, ACAT will continue to explore the expansion of block transfer opportunities in Alberta.

In addition, ACAT will continue its work around learning outcomes through the development of best practices and models for an outcome based Transfer System.

Articulation Committees

Articulation committees bring program heads, faculty, and Alberta Education, in a given area of study, together to exchange information and discuss issues related to admissions and transfer.

ACAT will continue to expand the number of articulation committees in the Transfer System and leverage these committees to assist in advancing initiatives.

Communication

Effective communication with and between Alberta's advanced learning system stakeholders is critical to the enhancement of learner pathways and student success.

ACAT will seek out opportunities to enhance communication with and between system stakeholders.

Goals and Priority Initiatives

ACAT has identified three goals and associated priority initiatives that will guide Council's activities over the next three years.

Access and Mobility

Goal 1

Admission and transfer practices enhance student access and mobility.

Priority Initiatives

- 1.1 Facilitate the development, implementation and maintenance of fair and equitable admission and transfer practices.
- 1.2 Support ministry and cross-ministry driven learner pathway initiatives.
- 1.3 Learners receive appropriate education credit as they transfer into and between Alberta Transfer System member institutions.
- 1.4 Monitor the effectiveness of the transfer system.

Collaboration

Goal 2

Foster and strengthen collaboration with and between Alberta Transfer System stakeholders.

Priority Initiatives

- 2.1 Ensure communication channels and mechanisms are in place to facilitate K-12 to post-secondary transitions.
- 2.2 Provide opportunities to increase engagement, exchange information and enhance coordination with and between Alberta Transfer System members.
- 2.3 Identify or engage in research opportunities that will provide a more thorough understanding of barriers and opportunities related to the enhancement of learner pathways.

Influence

Goal 3

Alberta's advanced learning system is recognized as a leader on learner pathways.

Priority Initiatives

- 3.1 Seek opportunities to expand the availability of student mobility and transfer data in order to better understand mobility patterns.
- 3.2 Develop and enhance system-wide principles, policies, and procedures to continuously enhance learner pathways.
- 3.3 Modernize system technology to assist Alberta Transfer System members in the provision of accurate and current learner pathway information.
- 3.4 Continue to provide ACAT representation on interprovincial and national admission and transfer related initiatives.

Performance Measures

ACAT has identified the following indicators that will be used to inform Council's work and measure progress.

Indicators	Previous Results			Current Results ¹
High school to post-secondary transition rate of learners within ten years of entering grade ten ²	65% (2006-07)	67% (2007-08)	68% (2008-09)	69% (2009-10)
Percentage of transfers where post-secondary graduates with prior learning received the transfer credit they expected ³	N/A ⁴ (2006-07)	87% (2007-08)	N/A ⁴ (2008-09)	88% (2009-10)
Learner mobility between Alberta based transfer system member institutions ⁵	9,278 (2007)	11,541 (2008)	11,713 (2009)	12,328 (2010)
Satisfaction of recent post-secondary graduates with the overall quality of their educational experience ⁵	N/A ⁴ (2006-07)	91 % (2007-08)	N/A ⁴ (2008-09)	91 % (2009-10)

¹ Most current data available at time of action plan approval

² Source: Alberta Education

³ Source: Alberta Advanced Education and Technology Graduate Outcomes Survey

⁴ Data available every other year

⁵ Source: ACAT Transfer Patterns Report